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AUTHOR Shea, Mary Lou; And Others
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ABSTRACT

This leader's guide explains the use of a set of 11 companion learning modules for providing staff development for health occupations clinical educators. It is divided into two parts. Part 1 deals with the following aspects of instructor staff development: the need for staff development, instructional leadership, supervision of clinical instruction, evaluation of instruction, and goal setting for effective staff development. The following topics related to implementation of the clinical education modules are covered in part 2: the purpose and content of the modules; their format; staff development using the modules; needs assessment; and planning, conducting, and evaluating staff development. Appendixes include a clinical instructor self-assessment instrument, module planning worksheet, staff development activities, samples of completed clinical instructor self-assessment instrument and module planning worksheets, and a staff development evaluation form. (MN)

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Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators

A Leader's Guide

Illinois State Board of Education

Adult, Vocational and Technical Education

ED300561

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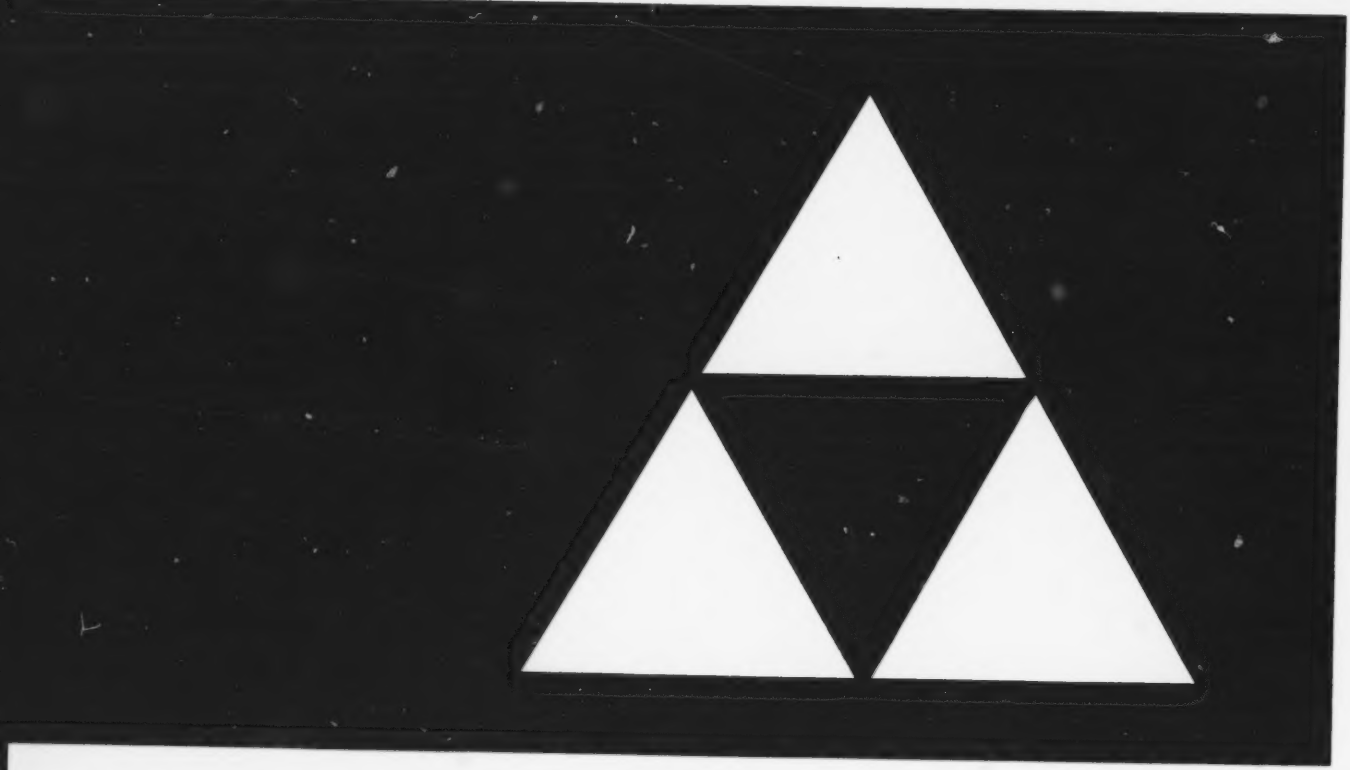

HEALTH OCCUPATIONS CLINICAL TEACHER EDUCATION SERIES FOR SECONDARY AND POST-SECONDARY EDUCATORS

A Leader's Guide

Developed by:

Mary Lou Shea
Paula G. Boyum
Margaret M. Spanke

Department of Vocational
and Technical Education
College of Education
University of Illinois
at Urbana-Champaign

1985

Illinois State Board of Education

Walter Nauman
Chairman

Ted Sanders
State Superintendent
of Education

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and Technical Education

Research and
Development Section

A LEADER'S GUIDE

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PREFACE

This guide and the set of 10 modules were developed for the purpose of providing staff development for health occupations clinical educators. The development of the modules was initiated in 1980 when the Illinois Health Occupations Education Joint Staff identified the need to improve clinical education. The need was verified by the Illinois Health Occupations Advisory Committee. In February 1984, the Illinois State Board of Education, Department of Adult, Vocational and Technical Education funded a research proposal submitted by the University of Illinois Urbana-Champaign to develop and disseminate materials for providing staff development in clinical education.

The initial phase of the research project involved an assessment of the needs of health occupations clinical instructors in the state. Following a review of the literature, 39 directors and 110 clinical instructors of health occupations programs were surveyed to determine the greatest needs in clinical education. The types of programs surveyed were dental hygiene, dental assisting, medical records, medical laboratory technology, occupational therapy assisting, emergency medical technology, pharmacy technology, physical therapy assisting, practical nursing, associate degree nursing, radiologic technology, respiratory therapy, operating room technology, and secondary programs.

The data revealed a need to address a wide range of clinical education competencies. Moreover, the library search revealed that teaching modules specific to clinical education were not available. The researchers, with the support of a panel of health occupations experts, decided to develop modules that could be used in staff development programs to improve clinical instruction. Ten modules were developed in the areas of clinical teaching, supervision, and evaluation. Following development, each module was extensively field-tested by a variety of secondary and post-secondary health occupations educators from throughout the state at approximately 30 different field-test sites.

After the field testing process, it was determined that the modules would best be utilized if each health occupations program appointed an instructional leader who would be responsible for incorporating the modules into a staff development program. It was also determined that a leader's guide would be necessary to facilitate the implementation process and provide suggestions for use of the modules. The complete module package is designed for use by all those responsible for teaching and/or supervising health occupations students in the clinical area.

The project staff extends appreciation to all the following Joint Staff, Panel of Expert Members, and their faculty who assisted with the field-testing process:

Shirley Asher	Rockford Area Vocational Center
Shirley Baker	Southern Illinois University
Vera Davis	William Rainey Harper College
Kathy Fischer	Western Illinois University
Darlene Franscavitch	Mt. Vernon Area Vocational Center
Paula Garrott	Sangamon State University
Anne Gilbert	Department of Adult, Vocational, & Technical Education
Elizabeth Gruber	Illinois State University
Jeannine Hayduk	John A. Logan Community College
George Hinton	Kaskaskia College
Joanne Huff	Parkland College
Marilyn Keener	Black Hawk College
Jan Ketchmark	Pekin Area Vocational Center
Barbara Lambert	McKinley Health Center
Jan Lathrop	Illinois Competency-Based Vocational Education Project
Ruth Ann Looby	Lakeland Community College
Fran McCann	Triton College
Mary Beth MdGee	Quincy Area Vocational Center
Shirley McHaney	Rend Lake College
Frederic Morgan	STC--Southern Illinois University
Collette Niermann	Nashville Community High School
Marylynn Pius	Joliet Township High School
Jan Rittenhouse	Central High School, Breese
Ivy Rogers	Rock Valley Community College
Lindy Solon	Chicago State University
Anthea Stamelatos	Michael Reese Hospital
Lorraine Summers	Department of Adult, Vocational & Technical Education
Sandy Swallow	Norridge Nursing Center
Nellie Vinson	Near North Magnet School, Chicago
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INTRODUCTION TO THE LEADER'S GUIDE

This guide was written to assist administrators of health occupations programs in the implementation of the clinical education modules for staff development of clinical instructors. The modules may be used in a variety of ways in all types of health occupations programs. Numerous suggestions for use are provided in the guide so that programs may adapt the modules to meet the needs of their instructors.

The leader's guide is divided into two major sections. The first part focuses on the concept of clinical instructor staff development. The role of the instructional leader in supervising and evaluating clinical instructors is emphasized as being a vital component of the staff development process.

Part II provides guidelines for the implementation of the clinical education modules. Included are overviews of the modules, methods for determining instructor's needs, suggestions for planning for use of the modules, guidelines for conducting staff development, and evaluation of staff development activities.

The guide should be thoroughly reviewed by the instructional leader prior to beginning a staff development program so that the modules may best serve the needs of the individual instructors.

PART I - CLINICAL INSTRUCTOR STAFF DEVELOPMENT

Need for Staff Development

Most clinical instructors have not had the benefit of coursework in teacher education. They have learned teaching skills in staff development programs and/or by trial and error on the job. Although some clinical instructors have degrees in education, programs for the purpose of improving clinical instruction have been limited.

In order to address the problem of inadequately prepared clinical instructors, administrators of health occupations programs need to conduct well-planned staff development programs for their clinical instructors. A key to conducting successful staff development activities is the designation of an instructional leader. The instructional leader has the responsibility of supervising and evaluating clinical instructors so that areas of needed improvement may be determined and staff development goals established. These concepts will be discussed in greater detail in the following section.

Instructional Leadership

Every health occupations program, whether it is secondary or post-secondary, has at least one individual who is ultimately responsible for fulfilling the role of instructional leader. In secondary programs, the instructional leader may be the principal, assistant principal, vocational director, or department chair. In a post-secondary health occupations

program, the dean, assistant dean, department chair, or program director may serve as the instructional leader.

Instructional leaders for clinical education must possess expertise in clinical teaching and be able to supervise and evaluate clinical instructors. For the purpose of this guide, the instructional leader will be defined as the person who is primarily responsible for supervising clinical instructors. Most often this person will be the director of the health occupations program.

In addition to being an expert in clinical education, the instructional leader must be dedicated to improving clinical instruction. The leader must believe that the most important functions of the program are teaching and learning. The leader must also be willing to use materials available for improving instruction. If properly implemented, the clinical education modules can improve clinical teaching and learning.

Supervision of Clinical Instruction

A primary role of the instructional leader is to supervise the clinical instructors as they work with students. Supervision is described as interacting with teachers to improve the effectiveness and efficiency of teaching behavior. (Lovell, 1983) Many health occupations program directors do not provide adequate supervision of the clinical instructors. They assume that the clinical faculty are able to teach fine on their own and do not require supervision. This assumption could adversely affect the students as well as the program as a whole. The ultimate purpose of instructional supervision is to safeguard and improve the quality of instruction received by students. (Bolton, 1973)

Evaluation of Instruction

A vital component in planning a staff development program is evaluation of the clinical instructors. Instructor evaluation systems have often been punitive in nature having the purpose of "weeding out the bad." This should not be the purpose of evaluation. Instructional leaders must realize that evaluation is growth producing and a large part of professional development. As identified by Bolton (1973), the following are purposes of instructor evaluation:

1. To improve teaching through the identification of ways to change teaching systems, environments, and behaviors.

2. To protect students from incompetence, and teachers from unprofessional administrators.

3. To reward superior performance.

4. To supply information that will assist in modifying teaching assignments, such as placement in other positions, promotions, and terminations.

5. To validate the teacher selection process.

6. To provide a basis for teachers' career planning and professional development.

Keeping these six purposes in mind, health occupations instructional leaders should ensure that they establish formal procedures for evaluating the clinical instructors in their programs.

McGreal (1983) provides a comprehensive review of the process of evaluation of teachers. Included are methods that instructional leaders can use to collect formal data about the quality of instruction. This data may then be used to improve instruction. The following are methods that are applicable in clinical education:

1. Observation of instructors
2. Self-evaluation
3. Student evaluation
4. Student performance
5. Artifact collection

Each will be briefly discussed in relationship to evaluation of clinical instructors.

1. Observation of Instructors

Data gathered by observing clinical instructors as they work with students can be valuable for improving instruction. McGreal (1983) thoroughly discusses the different phases of the observation method. The phases include: a pre-observation conference held between the leader and the instructor, the actual on-site observation and data collection, and the post-observation conference. A variety of evaluation instruments are included that may be adapted for use in clinical education (refer to McGreal, 1983, Chapter 6). If properly conducted, observation combined with feedback can help clinical instructors establish goals for improving their skills and can help them experience greater success in their teaching.

2. Self-Evaluation

Instructor self-evaluation is an important aspect of the total evaluation process. When clinical faculty evaluate their instruction, they assume greater responsibility for improving their performance. Clinical instructors should evaluate their performance on a number of teaching related competencies. Examples are: the ability to communicate, enthusiasm, management of the clinical environment, and role modeling. Irby (1978) includes a self-evaluation form for clinical instructors. Health occupations instructional leaders should design a self-evaluation instrument for use in their program.

3. Student Evaluation

Student evaluation is an important means of collecting data about clinical instructors. Because clinical education often takes place in remote locations, the instructional leader cannot spend much time observing the

clinical instructors. Since the students spend time with the clinical instructors on a daily basis, they are usually the best judges of the instructor's performance. Student evaluation is best used when it is combined with observation or instructor self-evaluation. Irby (1978) also includes an example of a student evaluation form used for evaluating a clinical teacher's performance.

4. Student Performance

Student performance of clinical skills provides useful information about the quality of instruction. The information should be collected naturally and continuously as a routine part of the teaching process. The data can be collected from sources such as completed evaluations of the students' performance, quizzes/tests the students have taken, and actual observation of student performance. Overall, improvement in student performance is usually an indication that the clinical instructor is making a positive impact. Again, student performance data should not be the only source for evaluating instruction.

5. Artifact Collection

Artifacts are defined as simple objects that show human workmanship or modification, as distinguished from natural objects (McGreal, 1983). Teaching artifacts include materials that teachers use to facilitate learning. They may be audiovisual aids, films, quizzes, and lesson plans. Instructional leaders should review the artifacts used by clinical instructors to ensure that they are of quality and are used effectively.

All of the evaluation methods discussed are helpful in determining the quality of clinical instruction. Instructional leaders should utilize as many methods as possible as part of a formal evaluation process. The key point is that the evaluation information should be utilized to develop goals to improve clinical instruction. Instructional leaders must be supportive of and provide guidance to clinical instructors during the evaluation process.

Goal Setting for Effective Staff Development

Staff development activities are most effective when goals have been established for each individual instructor. These goals should be determined following evaluation of instruction and should be mutually agreed upon by the instructor and the instructional leader.

Once goals have been developed, the instructor participates in staff development activities that will help to meet the goals. The instructor is then re-evaluated on the deficient areas to determine if there is improvement. If improvement exists, new goals should be established to help the instructor in other areas.

Use of the goal setting approach to staff development requires continuous evaluation and conferences between the leader and the instructor.

Although these activities are time-consuming, use of the goal-setting approach is very effective in meeting the staff development needs of individual instructors.

In summary, clinical instructor staff development includes many components:

- Instructional leaders must be designated
- Instructors must be supervised and evaluated
- Staff development goals should be established
- Staff development activities are conducted, and
- The instructors are re-evaluated to determine their achievement of the goals.

By including these components, health occupations program directors can assist clinical instructors to improve their performance and hence the quality of the graduates.

The remainder of this guide will show how to implement an effective staff development program for instructors using the clinical education modules.

PART II - IMPLEMENTATION OF THE CLINICAL EDUCATION MODULES

Introduction

The purpose of this section of the leader's guide is to assist instructional leaders to implement the clinical education modules in their programs. Those who are responsible for staff development of clinical instructors should review this section thoroughly to ensure that the modules are effectively used.

The Clinical Education Modules

The clinical teacher education modules are designed to be used by secondary & post-secondary health occupations programs to provide staff development for clinical instructors. Included in the series are ten modules and a leader's guide. The ten modules focus on skills needed for teaching, supervising, and evaluating students in the clinical setting as well as the characteristics needed by clinical instructors. Development of the modules included four-stages:

1. Review of literature to identify effective clinical teaching competencies.

2. Needs assessment of clinical instructors in Illinois.

3. Development of the modules.

4. Field-testing and revision of the modules.

After final printing, the modules were disseminated in workshops throughout Illinois.

Following is a list of the ten clinical education modules, the color of the covers, and estimated times of completion on a self-study basis. The first module stands alone as it is intended to be an overview of the affective aspects of being a clinical instructor. The remaining modules are color-coded according to category of teaching, supervision, or evaluation.

MODULE	COLOR	ESTIMATED TIME OF COMPLETION*
A. Characteristics and Roles of the Clinical Instructor	Orange	1½ hours
B. Teaching Skills in the Clinical Setting: Assessing Students' Learning Styles	Blue	4 hours
C. Teaching Skills in the Clinical Setting: Developing Measurable Performance Objectives	Blue	4 hours
D. Teaching Skills in the Clinical Setting: Planning Teaching Methods	Blue	2½ hours
E. Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques	Blue	3 hours
F. Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies	Blue	3 hours
G. Clinical Supervision Skills: Managing the Clinical Environment	Red	2 hours
H. Clinical Supervision Skills: Communication and Conflict Management	Red	2½ hours
I. Clinical Evaluation: Theory and Practice in Health Occupations	Green	3 hours
J. Clinical Evaluation: The Use of Appropriate Evaluation Instruments	Green	3½ hours

*The times listed are estimates for completion of the modules on a self-study basis.

Module Format

Each module was designed in the same format and contains the following parts:

1) Introduction and Objectives
2) Pre-test and Answer Key
3) Learning Activities and Self-Check Exercises
4) Post-test and Answer Key
5) References

The modules are all designed to be self-contained and include all information necessary for completion. It is suggested that they be completed in the order indicated on the previous module list.

Staff Development Using the Modules

Implementing the modules in a health occupations program involves careful planning and organization on your part as the instructional leader. It is strongly suggested that you follow the process described on the following pages so that the modules will be effectively implemented. Pletcher (1981) provides a four-step process for staff development:

I. Assessing the need for staff development

II. Planning staff development

III. Conducting staff development activities

IV. Evaluating staff development activities

Each step will be discussed in reference to use of the clinical education modules. In addition, you will frequently be referred to an appendix for review of instruments, activities, and sample programs. These items are included in an appendix for ready reference.

I. Needs Assessment

Clinical instructors have diverse backgrounds and levels of experience in teaching. The staff development needs of each instructor must be carefully assessed so that individual staff development goals may be developed. Using the evaluation techniques described in Part I of this guide will help you determine your instructor's needs. As discussed in Part I, instructor self-evaluation is very useful for determining staff development goals. A self-evaluation instrument for determining needed use of the modules is included in Appendix A.

Please review the instrument and make at least one copy for each clinical instructor in your program.

The instrument is designed to assist you in determining your instructor's level of experience in several categories including the affective aspects of being a clinical teacher, clinical teaching skills, clinical supervision skills, and clinical evaluation. Each cluster of skills on the instrument corresponds to a specific module.

*Reminder: Your instructors should complete this instrument prior to use of the modules.

II. Planning Staff Development

After each instructor's needs have been carefully assessed, you may begin to plan the staff development activities using the modules. In addition to assessing instructors' needs, planning involves the consideration of numerous other factors. These may include: time available for staff development, methods of conducting staff development, number of instructors, and location of clinical affiliates. A three-step process is provided so that you may plan for effective use of the modules.

Step 1: Analyzing the needs assessment data

You should first analyze the experience assessment instruments completed by your instructors. Their self-ratings should be compared with other teacher evaluations that you have conducted (See Part I of this guide for examples). Any major discrepancies should be discussed with each instructor.

You should now refer to the module worksheet in Appendix B. The worksheet is provided to assist you to plan staff development activities for each instructor.

Make at least one copy to be completed for each instructor in your program.

The next step is to transfer each instructor's self-ratings (1, 2, or 3) from the experience assessment form to the module worksheet in column 2 next to the appropriate skill. You are now ready to select staff development activities that will help your clinical instructors to strengthen their skills.

Step 2: Selecting Activities

Appendix C includes a variety of activities that you may use to implement each module into your staff development program. When selecting activities, it is suggested that you base your selection on the instructor's level of experience ratings according to the following guidelines:

Level of Experience Rating	Activity Selection
3-High Level of Experience	At a minimum, the instructor should complete the learning activity on a self-study basis. However, it is strongly suggested that the leader include periodic discussions of the activities with the instructor.
2-Medium Level of Experience	The instructor should complete the activity with some guidance of the leader. At least one additional activity should be selected from the list in Appendix C, i.e., discussion, case study.
1-Low Level of Experience	Instructors at this level require more direction in completion of the modules. You should select at least two activities from the list in Appendix C. If you have more than one instructor, group activities should be used whenever possible.

Of course, selection of activities is dependent on numerous factors including available time, number of instructors, available equipment, etc. You must determine which activities may be completed in your program.

Step 3: Establishing Completion Dates

Establishing dates for completion of the modules is often difficult. It is a well known fact that clinical instructors are busy people. However, it is important that you make a tentative schedule for completion of each activity. The time will vary depending on the activities you have selected.

It is recommended that you meet with each instructor and fill in the week or month each activity will be completed. These are tentative dates and should be written in pencil. Both you and your instructor should have a copy.

*Samples of completed clinical instructor self-assessment instruments and planning sheets are included in Appendix D.

You are now ready to conduct the staff development activities.

III. Conducting Staff Development Activities

Once the plans have been made, you may begin to conduct the activities. Obviously this stage is the most important as it is the time when your instructors will be upgrading their skills.

Conducting staff development activities includes explaining activities to the instructors, preparing facilities for meetings, arranging for use of equipment, practicing good instructional methods, keeping accurate records, and any other activities needed to conduct staff development programs.

Each instructor will need to have a copy of the modules. You may wish to give them duplications of all pages except for the self-check and post-test answer keys. You may then compare their answers with the answer keys in group discussions. This will encourage them to complete the activities by reviewing the module rather than using the answer keys. Make sure to fill in the date of completion after each instructor completes an activity.

IV. Evaluating Staff Development

As with any type of educational program, those conducting staff development programs need to evaluate the progress made by the participants as well as the program itself. As the instructional leader, you should evaluate each activity while it is being conducted (formative evaluation) and after completion (summative evaluation).

Formative Evaluation

Formative evaluation data is collected while the instructors are completing the modules. You should conduct formative evaluation by frequently asking your instructors if the activities are helping them. You should also watch for cues regarding the success of the staff development activities. Perhaps the sessions are too long or your instructors do not seem to be comprehending the material. The ultimate purpose of formative evaluation is to make needed changes in program content and format while the program is still in progress.

Summative Evaluation

Summative evaluation data is collected at the completion of an activity to determine if the objectives have been achieved. The self-check activities and post-tests are methods of summative evaluation for each module. You should also collect data about the overall usefulness of the modules and the quality of the staff development activities. A sample evaluation form is included in Appendix E that you may adapt to your program.

Use of Evaluation Data

Once you have evaluated your instructors' progress in completing the modules, you may make use of the results in many ways including:

- Changing the program for the future
- Providing documentation for continuing education credit
- Obtaining funding for future programs
- Providing evidence of staff development,

and most importantly,

- Giving feedback to your instructors.

Summary

Effective staff development should include assessment of needs, planning activities, conducting the programs, and thorough evaluation. Completing these four steps necessitates dedication on your part as the instructional leader. Moreover, implementing a staff development program is a professional responsibility of those directing health occupations programs. You may begin to fulfill this responsibility by conducting a staff development program using the clinical teacher education modules. Your instructors as well as the students will derive benefit.

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APPENDIX A

CLINICAL INSTRUCTOR SELF-ASSESSMENT INSTRUMENT

CLINICAL INSTRUCTOR SELF-ASSESSMENT INSTRUMENT

NAME _____ DATE _____

CLINICAL SITE(S) _____

Directions: This instrument includes a list of competencies needed by Health Occupations clinical instructors. For each competency listed, assess your present level of experience, gained from work, courses, work shops, etc., according to the following scale:

1 - Minimal to low level of experience
2 - Medium level of experience
3 - High level of experience

Place the number of your choice in the blank provided in the right column.

COMPETENCY	LEVEL OF EXPERIENCE (1, 2, or 3)
I. Introductory	
A. CHARACTERISTICS AND ROLES OF THE CLINICAL INSTRUCTOR	
1. Identify the desirable characteristics needed by clinical instructors.	_____
2. Identify the roles that are exercised by clinical instructors in the clinical setting.	_____
II. Clinical Teaching Skills	
B. ASSESSING STUDENTS' LEARNING STYLES	
1. Differentiate between learning style preferences and learning style strengths.	_____
2. Explain the implications of learning styles facts and principles on clinical education.	_____
3. Explain Dunn's learning elements as they apply to the clinical setting.	_____
4. Given a completed instrument or test for assessing learning style, assess a student's learning style.	_____
5. Given a case study describing the observations made of a student's learning style, assess the student's learning style.	_____
C. DEVELOPING MEASURABLE PERFORMANCE OBJECTIVES	
1. Given a list of measurable performance objectives, identify the three major components of each objective.	_____
2. Identify the characteristics of measurable performance objectives.	_____
3. Given a list of measurable performance objectives, categorize each as being cognitive, psychomotor, or affective.	_____
4. Given a list of cognitive objectives, identify the appropriate level of each objective.	_____
5. Revise a list of performance objectives so that they possess the necessary characteristics and components.	_____
6. Write a list of measurable performance objectives for a unit of clinical instruction.	_____

COMPETENCY	LEVEL OF EXPERIENCE (1, 2, or 3)
D. PLANNING TEACHING METHODS	
1. Explain the purposes, uses, and format of the teacher exposition method in clinical education.	_____
2. Explain the purposes, uses, and format of the demonstration-performance method in clinical education.	_____
3. Explain the purposes, uses, and format of the discussion method in clinical education.	_____
4. Given a teaching situation, identify several ways to create student involvement in learning through set induction, stimulus variation, and closure.	_____
5. Given a teaching situation, select the appropriate and effective teaching method for the situation.	_____
E. INCORPORATING CREATIVE TEACHING TECHNIQUES	
1. Compare the various components of the teaching techniques of conference, seminar, buzz group, and brainstorming.	_____
2. Compare the various components of the following teaching techniques: case analysis, case incident study, and role play.	_____
3. Discuss the various components of the teaching techniques of simulation and peer teaching.	_____
4. Discuss the various components of the teaching techniques of tour, journals, and self-directed learning.	_____
5. Given a teaching situation, select the appropriate and effective teaching technique for the situation.	_____
F. THE USE OF QUESTIONING AND PROBLEM-SOLVING STRATEGIES	
1. Discuss the use of questioning as an effective teaching strategy in the clinical setting.	_____
2. Classify questions according to cognitive level.	_____
3. Examine the use of affective questions in the clinical setting.	_____
4. Identify strategies that improve the quality of the instructor's questioning skills and the students' responses.	_____
5. Analyze techniques that help students develop problem-solving skills in the clinical setting.	_____
III. Clinical Supervision Skills	
G. MANAGING THE CLINICAL ENVIRONMENT	
1. Describe the specific duties involved in managing the physical aspects of the clinical environment.	_____
2. Explain the processes involved in managing student experiences in the clinical environment.	_____
H. COMMUNICATION & CONFLICT MANAGEMENT	
1. Identify the basic components of communication and factors that affect communication effectiveness.	_____
2. Given a series of situations, identify the barriers to communication.	_____
3. Identify ways to improve your communication skills.	_____
4. Given incidents involving conflict, classify the potential source of conflict.	_____
5. Given a series of situations, recommend methods to resolve the conflict.	_____

COMPETENCY	LEVEL OF EXPERIENCE (1, 2, or 3)

IV. Clinical Evaluation

I. THEORY AND PRACTICE IN HEALTH OCCUPATIONS

1. Discuss the role of evaluation as it relates to the total clinical education process. _____
2. Distinguish between various terms used to describe evaluation. _____
3. Examine your clinical site to determine existing problems related to clinical evaluation. _____
4. Review the legal considerations involved in evaluating students in the clinical setting. _____
5. Given a series of situations, indicate which evaluation technique you would utilize. _____

J. THE USE OF APPROPRIATE EVALUATION INSTRUMENTS

1. Compare the format and use of different written examination instruments used to assess knowledge in the clinical setting. _____
2. Compare the format and usage of various types of observational instruments used to assess performance and affect. _____
3. Given a sample instrument, critique the instrument for correct format and construction. _____
4. Given a clinical situation, select the appropriate instrument to assess the particular situation. _____

APPENDIX B

MODULE PLANNING WORKSHEET

MODULE PLANNING WORKSHEET

Instructor _____ Clinical Facility _____

Directions: Complete this 5-page worksheet for each clinical instructor in your program. Using the Clinical Instructor Self-Assessment Instrument, place the insturctor's ratings in column one. Select appropriate staff development activities from Appendix C and place those in column two using the guidelines from page 12 of this guide. Fill in planned dates of completion in column three and actual dates in column four.

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Completion Dates Actual
Introductory				
A. ROLES AND CHARACTERISTICS OF THE CLINICAL INSTRUCTOR				
1. Identify the desirable characteristics needed by clinical instructors.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Identify the roles exercised by clinical instructors in the clinical setting.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
Clinical Teaching Skills				
B. ASSESSING STUDENTS' LEARNING STYLES				
1. Differentiate between learning style preferences and learning style strengths.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Explain the implications of learning style facts and principles on clinical education.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
3. Explain Dunn's learning elements as they apply to the clinical setting.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
4. Given a completed instrument or test for assessing learning style, assess a student's learning style.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
5. Given a case study describing the observations made of a student's learning style, assess the student's learning style.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Completion Dates Actual
C. DEVELOPING MEASURABLE PERFORMANCE OBJECTIVES				
1. Given a list of measurable performance objectives, identify the three major components of each objective.	_____	_____	_____	_____
2. Identify the characteristics of measurable performance objectives.	_____	_____	_____	_____
3. Given a list of measurable performance objectives, categorize each as being cognitive, psychomotor, or affective.	_____	_____	_____	_____
4. Given a list of cognitive objectives, identify the appropriate level of each objective.	_____	_____	_____	_____
5. Revise a list of performance objectives so that they possess the necessary characteristics and components.	_____	_____	_____	_____
6. Write a list of measurable performance objectives for a unit of clinical instruction.	_____	_____	_____	_____
D. PLANNING TEACHING METHODS				
1. Explain the purposes, uses, and format of the teacher exposition method in clinical education.	_____	_____	_____	_____
2. Explain the purposes, uses, and format of the demonstration-performance method in clinical education.	_____	_____	_____	_____
3. Explain the purposes, uses, and format of the discussion method in clinical education.	_____	_____	_____	_____
4. Given a teaching situation, identify several ways to create student involvement in learning through set induction, stimulus variation, and closure.	_____	_____	_____	_____
5. Given a teaching situation, select the appropriate and effective teaching method for the situation.	_____	_____	_____	_____

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Actual
E. INCORPORATING CREATIVE TEACHING TECHNIQUES				
1. Compare the various components of the teaching techniques of conference, seminar, buzz groups, and brainstorming.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Compare the various components of the teaching techniques of case analysis, case incident study, and role play.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
3. Discuss the various components of the teaching techniques of simulation and peer teaching.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
4. Discuss the various components of the teaching techniques of tour, journals, and self-directed learning.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
5. Given a teaching situation, select the appropriate and effective teaching techniques for the situation.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
F. THE USE OF QUESTIONING AND PROBLEM-SOLVING STRATEGIES				
1. Discuss the use of questioning as an effective teaching strategy in the clinical setting.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Classify questions according to cognitive level.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
3. Examine the use of affective questions in the clinical setting.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
4. Identify strategies that improve the quality of the instructor's questioning skills and the students' responses.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
5. Analyze techniques that help students develop problem-solving skills in the clinical setting.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Actual
Clinical Supervision Skills				
G. MANAGING THE CLINICAL ENVIRONMENT				
1. Describe specific duties involved in managing the physical aspects of the clinical environment.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Explain the processes involved in managing student experiences in the clinical environment.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
H. COMMUNICATION AND CONFLICT MANAGEMENT				
1. Identify the basic components of communication and factors that affect communication effectiveness.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Given a series of situations, identify the barriers to communication.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
3. Identify ways to improve your communication skills.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
4. Given incidents involving conflict, classify the potential source of conflict.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
5. Given a series of situations, recommend methods to resolve the conflict.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
Clinical Evaluation				
I. THEORY AND PRACTICE IN HEALTH OCCUPATIONS				
1. Discuss the role of evaluation as it relates to the total clinical education process.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Distinguish between various terms used to describe evaluation.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Completion Dates Actual
3. Examine your clinical site to determine existing problems related to clinical evaluation.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
4. Review the legal considerations involved in evaluating students in the clinical setting.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
5. Given a series of situations, indicate which evaluation technique you would utilize.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
J. THE USE OF APPROPRIATE EVALUATION INSTRUMENTS				
1. Compare the format and use of different written examination instruments used to assess knowledge in the clinical setting.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
2. Compare the format and usage of various types of observational instruments used to assess performance and affect.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
3. Given a sample instrument, critique the instrument for correct format and construction.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____
4. Given a clinical situation, select the appropriate instrument to assess the particular situation.	_____	_____	_____	_____
		_____	_____	_____
		_____	_____	_____

APPENDIX C

STAFF DEVELOPMENT ACTIVITIES

A. MODULE - CHARACTERISTICS AND ROLES OF THE CLINICAL INSTRUCTOR

Terminal Objective: Upon completion of the module, evaluate yourself as a clinical instructor in your health occupations field.

Enabling Objective #1: Evaluate yourself in terms of possessing the desirable characteristics needed by clinical instructors.

Suggested Activities:

1. Discuss the characteristics needed by clinical instructors. Emphasize the personal and professional qualities of an ideal clinical instructor.

2. Have your clinical instructors evaluate themselves on their performance as clinical instructors at their clinical site. Evaluate each clinical instructor yourself. (You may have the instructors use the Self-Check Activity #1 or you may develop an evaluation form suitable for your program). On an individual basis, discuss each other's evaluations. Encourage the clinical instructor to improve on the areas which were found to be weak. Repeat this evaluation process at regular intervals throughout the school year.

Involve the students of the program in the evaluation! Have the students evaluate the clinical instructor(s) on teaching, supervising and evaluating in the clinical environment at least once throughout the school year.

Enabling Objective #2: Given a series of situations in the clinical setting, identify the role being exercised by the clinical instructor.

Suggested Activities:

1. Discuss each of the roles of the health occupations clinical instructor in detail. Emphasize the importance of being a role model for the students. Encourage the clinical instructor(s) to share personal experiences related to each of the roles.

2. Write several case study situations related to your health occupation, involving one or more of the roles of the clinical instructor. Have your clinical instructor(s) identify the roles being performed and evaluate the performance of each role. You may have your clinical instructor(s) role play each situation.

B. MODULE - TEACHING SKILLS IN THE CLINICAL SETTING: ASSESSING STUDENT'S LEARNING STYLES

Terminal Objective: Upon completion of this module, assess students' learning styles.

Enabling Objective #1: After consideration of the different theories for assessing learning styles, differentiate between the assessment of learning style preferences and learning style strengths.

Suggested Activities:

1. Hold a discussion with your clinical instructor(s) about the different theories pertaining to learning style. Emphasize the difference between "preference" theories and "strength" theories.

2. Have your clinical instructor(s) perform a library search of several of the theories on learning styles. After they read each theory, have them classify each theory under "preference" or "strength."

Enabling Objective #2: Given a list of facts and principles of learning styles, explain the implications of these facts and principles for clinical education.

Suggested Activities:

1. Hold a discussion with your students about the facts and principles of learning styles. Emphasize the implementation of these in clinical education. (You may use the questions in the Self-Check for Learning Activity #2 as discussion questions).

2. Have instructors find one article on learning style. Discuss the facts and principles presented in the article.

Enabling Objective #3: Given a list of the Dunns' learning elements, explain each of them as they apply to the clinical setting.

Suggested Activities:

1. Give a teacher exposition on the different elements of learning style defined by the Dunns. Question your clinical instructor(s) to make sure they comprehend the Dunns' theory.

2. Hold a discussion on the applications of the elements of learning style to the clinical setting.

3. Have your clinical instructor(s) identify several additional applications for each element to their own clinical setting other than those mentioned in the module.

4. Have your clinical instructor(s) perform a library search of several of the theories on learning styles. Have the instructor(s) select one of the theories for further research and identify applications of the theory to the clinical setting.

Enabling Objective #4: Given a completed instrument or test for assessing learning style, assess the learning style using the Learning Style Checklist as a guide.

Suggested Activities:

1. Have your clinical instrutor(s) complete the "Learning Style Preference Instrument" found in Learning Activity #4. Using the "Answer Key to the Learning Style Preference Instrument," have them assess their learning style. (If you are working in a group, have the clinical instructors exchange instruments and assess each other's learning styles.)

2. Have your clinical instructor(s) record their learning style preferences under the "Preference Instrument" column on the "Learning Style Checklist."

3. Hold a discussion about the clinical instructor(s) preferences. Ask such questions as: 1) How do these preferences influence the way in which you teach? 2) What does this indicate about the way in which you would learn in the clinical setting? and 3) If this checklist concerned a student of yours, what are some examples of how the information could be applied to the clinical setting?

4. As a group or on an individual basis, take your clinical instructor(s) through the "Perceptual Modality Strength Test" step-by-step.

5. Discuss the results of the "Perceptual Modality Strength Test." In your discussion, emphasize the difference between modality preference modality strength. Have the clinical instructor(s) compare their modality strengths and modality preferences.

6. Have your clinical instructor(s) identify several ways in which an instructor should teach a student in a way that would best suit his/her own learning modality strengths.

7. After your clinical instructor(s) complete(s) the self-check for learning activity #4, discuss the different teaching styles that would best suit Sam student.

Enabling Objective #5: Given a case study describing the observations made of a student's learning style, assess the student's learning style using the Learning Style Checklist as a guide.

Suggested Activities:

1. Write a case study similar to the one in the self-check specific to your health occupations field. Have your clinical instructor(s) assess the learning style of the student in your case study and suggest appropriate learning styles.

2. Hold a discussion on the different observation techniques that can be used to assess learning style. Brainstorm with the instructor(s) to identify at least one observation technique for each element.

Suggested Activities for Further Study:

1. Have your clinical instructor(s) perform the suggested activities listed on p. 86 of the module.

C. MODULE - TEACHING SKILLS IN THE CLINICAL SETTING: DEVELOPING MEASURABLE PERFORMANCE OBJECTIVE

Terminal Objective: Following completion of this module, develop clinical performance objectives for your health occupations program.

Enabling Objective #1: Given a list of measurable performance objectives, identify the three major components of each objective.

Suggested Activities:

1. Demonstrate the process of identifying the three major components of an objective, using a list of objectives written for your program (or using the list provided in learning activity #1).

2. Hold a directed discussion emphasizing the importance of including as many of the three components in the objective as needed to communicate clearly and precisely what is expected of students.

3a. Divide your clinical instructors into small (buzz) groups and give them a list of objectives written for your program (or use the list provided in learning activity #1). Have them jointly identify the three major components of each objective. When they are finished, get them back into a large group and have them discuss their findings.

3b. Give your clinical instructor a list of objectives written for your program (or use the list provided in learning activity #1). Demonstrate the process of identifying the three major components of one or two of the objectives on the list. Have your clinical instructor identify the three major components of the rest of the objectives on the list.

Enabling Objective #2: Identify the characteristics of measurable performance objectives.

Suggested Activities:

You may use the list of objectives in the self-check Activity #2 for the following suggested activities.

-or-

You may devise a list of objectives relevant to your health occupation that do not possess each of the characteristics described in learning activity #2. You may use this list in the following suggested activities.

1. Hold a directed discussion on how each characteristic contributes to the making of a truly measurable performance objective.

2. Either individually, as a large group, or in small (buzz) groups, have your clinical instructors analyze a list of objectives not possessing the required characteristics of a measurable performance objective. (Use either the list provided in learning activity #2 or the one you devised). Have your clinical instructors identify those characteristics that were not demonstrated in each of the objectives on the list.

Enabling Objective #3: Given a list of measurable performance objectives, categorize each as being cognitive, psychomotor or affective.

Suggested Activities:

1. Discuss the difference between the three domains with your clinical instructors.

2. Either individually, as a large group, or in small (buzz) groups, have your clinical instructors complete the learning activity #3 self-check. As a large group, review and discuss the answers.

3. Using a list of objectives written for your program, have your clinical instructors categorize the objectives into cognitive, psychomotor, and affective domains.

4. Have a brainstorming session with your clinical instructors. Have them identify several topics within your health occupation that would belong under each of the three domains.

5. Have your clinical instructor devise a list of topics within your field of health occupations. Instruct the instructor to identify the domain in which each topic belongs.

Enabling Objective #4: Given a list of cognitive objectives, identify the appropriate level of each objective.

Suggested Activities:

1. Hold a directed discussion with your clinical instructors. Discuss the differences between the six different levels and the importance of including all six levels within a unit of curriculum.

2. Have your clinical instructors perform the self-check on learning activity #4.

3. Give your clinical instructors a list of cognitive objectives written for your program. Have them classify the objectives under each of the six levels.

4. Brainstorm with your group of clinical instructors! Identify several cognitive topics or tasks within your health occupations field of clinical education.

Enabling Objective #5: Given a list of performance objectives, revise them so that they possess the necessary characteristics and components of measurable performance objectives.

Suggested Activities:

1. Review the contents of the first four learning activities with the instructors.

2. Take your clinical instructors through activities 5A and 5B as a group -or- have them split into small (buzz) groups to complete activities 5A and 5B and then check their answers as a large group. Make sure all the instructors can complete the steps for revising objectives.

3. Before meeting with the clinical instructor(s), devise a list of objectives relevant to your health occupation which contain a variety of errors. Have your clinical instructor(s) revise your list of objectives either individually, as one large group, or in small (buzz) groups.

4. Obtain a task analysis of your health occupation which has objectives written out in full form, such as those found in "A Catalog of Performance Objectives, Performance Guides, Tools, and Equipment" by V-TECS (Vocational-Technical Education Consortium of States) available through the Curriculum Publications Clearinghouse or the Illinois Vocational Curriculum Center described in Learning Activity #6. Have your clinical instructor(s) review the objectives and edit/revise the objectives so that they meet your program's needs.

Enabling Objective #6: Write a list of measurable performance objectives for a unit of clinical instruction in your health occupations area, according to specifications stated in this module.

Suggested Activities:

1. Obtain a task analysis, such as those mentioned in learning activity #6, or a list of competencies and dibtribute them to your clinical instructor(s). Have the instructor(s) identify a unit of competencies/tasks for which they would like to write several objectives.

2. Have your clinical instructor(s) obtain job descriptions and/or speak to resource persons from their own clinical facility to gather more specific competencies/tasks for their unit of choice. Make sure they seek several affective competencies from these sources.

3. Have your clinical instructor(s) complete the self-check on learning activity #6. Have them write their unit of objectives using the steps outlined in the learning activity.

4. Review the objectives they wrote on an individual (or group) basis. Check to see if the objectives are measurable, adequate, and relevant to their chosen unit.

5. Discuss the importance of making sure the objectives contain a variety of domains and levels of cognitive thinking.

6. For further reading and practice, have your clinical instructor(s) obtain and complete several of the reference books and modules listed at the end of this module under "References."

7. Have your clinical instructor(s) write objectives for other units of instruction. Show the clinical instructor(s) how the objectives should be used at their own clinical facility.

D. MODULE - TEACHING SKILLS IN THE CLINICAL SETTING: PLANNING TEACHING METHODS

Terminal Objective: Following completion of this module, plan teaching methods for your health occupations program.

Enabling Objective #1: Given the components of the Teacher Exposition method, explain its purposes, uses, and format in Clinical Education

Suggested Activities:

1. Hold a discussion about the teacher exposition method. Discuss the differences between a lecture and the teacher exposition. Discuss each component of the teacher exposition, emphasizing the importance of the questioning component. Discuss the advantages and disadvantages of the teacher exposition method.

2. Have the clinical instructor(s) devise a list of subject areas in your health occupation that are most suited to the use of the teacher exposition.

3. Have the clinical instructor(s) choose one subject from their list and write an outline, adhering to the format of the teacher exposition.

4. Have the clinical instructor(s) present their teacher exposition using the outline they devised. Note: You may videotape the presentation so that the clinical instructor(s) can evaluate their own performance(s).

Enabling Objective #2: Given the components of the Demonstration-Performance method, explain its purposes, uses, and format in Clinical Education.

Suggested Activities

1. Hold a discussion about the demonstration-performance method. Emphasize the differences between the demonstration and the performance components of this method.

2. Hold a brainstorming session. Identify several tasks in your particular health occupation with which the demonstration performance method can be used.

3. Have your clinical instructor(s) choose one of the tasks and conduct a task analysis to identify the steps involved in performing the task at their particular clinical site.

4. Have your clinical instructor(s) write an outline for their chosen task, using the demonstration-performance format.

5. Have your clinical instructor(s) perform their demonstration-performance. Note: The presentation may be videotaped, so that the clinical instructor(s) can evaluate their own performance(s).

Enabling Objective #3: Given the components of the Discussion method, explain its purposes, uses, and format in Clinical Education.

Suggested Activities:

1. Hold a discussion about discussions. Emphasize the uses of the discussion method in your health occupation. Emphasize the differences between the exploratory, reflective and directed discussions. Discuss the importance of using effective questioning. Differentiate between the product goal and the process goal. Note: In conducting your discussion, use either the reflective, directed, or exploratory discussion methods. At the end of the discussion, have your students identify which type you used.

2. Hold a brainstorming session. Identify several topics in your health occupation with which the discussion method can be used. After obtaining a fairly long list, have your clinical instructor(s) categorize the topics under exploratory, reflective and directed type discussion topics.

3. Have the clinical instructor(s) explore one of the topics and devise an outline, using the discussion format.

4. Have your clinical instructor(s) perform the discussion. After the discussion, have the clinical instructor(s) identify which type of discussion they used and what they did to make sure the discussion stayed "on track." Note: The discussion may be videotaped, so that the clinical instructor(s) can evaluate their own performance(s).

Enabling Objective #4: Given a teaching situation, identify several ways to create student involvement in learning through set induction, stimulus variation, and closure.

Suggested Activities:

1. With your clinical instructor(s), create a list of topics in which they may teach at the clinical facility. Have the clinical instructor(s) identify several "tools" for set induction, stimulus variation, and closure for a topic they select from the list.

2. Have your clinical instructor(s) try out the various set induction, stimulus variation, and closure "tools" they have identified. Have the instructor(s) present a teacher exposition, discussion or demonstration-performance using the "tools." After the presentation(s), discuss the ways in which the "tools" were used to create student involvement. Note: The presentation(s) may be videotaped to aid in the post-presentation discussion.

Enabling Objective #5: Given a teaching situation, select the appropriate and effective teaching method for the situation, using the provided grid.

Suggested Activities:

1. Write several case analyses for your health occupation that include both a teacher situation and a clinical performance objective. Have your clinical instructor(s) select the most appropriate method for each case, using the provided grid.

2. Obtain a list of several clinical performance objectives. Have your clinical instructor(s) select the most appropriate method for each objective according to their own clinical situation. Have them practice the method!

E. MODULE - TEACHING SKILLS IN THE CLINICAL SETTING: INCORPORATING CREATIVE TEACHING TECHNIQUES

Terminal Objective: Following completion of this module, select appropriate and effective teaching techniques for clinical instruction.

Enabling Objective #1: Following a description of the Conference, Seminar, Buzz Groups, and Brainstorming, compare the various components of each of these teaching techniques.

Suggested Activities:

1. Hold a discussion with your clinical instructor(s) about the Conference, Seminar, Buzz groups, and Brainstorming teaching techniques. Discuss the differences between the formats, uses, factors, and limitations of the teaching techniques.

2. Demonstrate each of the teaching techniques so the clinical instructor(s) could use your examples as a model. Have the instructor(s) act out the role(s) of the student(s).

3. Have your instructor(s) write a "Plan of Action" (as described in the module) for one of their students. Discuss and evaluate the plan. Have the instructor(s) hold a mock pre-conference and post-conference related to the plan they devised.

4. Hold a brainstorming session. Have the clinical instructor(s) devise a list of health care related topics for each of the techniques (except the conference).

5. Have the clinical instructors present two or more of their topics (if time allows, have them practice all of them). Discuss and evaluate their performance. Note: You may videotape the presentation(s) so the instructors can better evaluate their own performance.

Enabling Objective #2: Following a description of the Case Analysis, Case Incident Study, and Role Play, compare the various components of each of these teaching techniques.

1. Hold a discussion with your clinical instructor(s) about the Case Analysis, Case Incident Study, and Role Play. Discuss the differences between the formats, uses, factors, and limitations of the teaching techniques. Emphasize the differences between the Case Analysis and the Case Incident Study.

2. Write a sample of a Case Analysis situation, Case Incident Study situation and a Role Play situation related to your particular health occupation. Demonstrate each of the teaching techniques, using the situations you wrote. Have the clinical instructor(s) act out the role(s) of the student(s).

3. Hold a brainstorming session. Have the clinical instructor(s) devise a list of health care related situations for each of the techniques.

4. Have the clinical instructor(s) choose one of the situations for each of the techniques. Have the instructors write out the situation (including the objective and discussion questions.) Discuss and evaluate their completed work.

5. Have the clinical instructor(s) write an outline for each of the situations they wrote, using the suggested format in the module.

6. Have the clinical instructors present one or more of the techniques (if time allows, have them practice all of them). Discuss and evaluate their performance. Note: You may videotape the presentation(s). so the instructor(s) can better evaluate their own performance.

Enabling Objective #3: Following a description of the Simulation and Peer Teaching, discuss the various components of each of these teaching techniques.

Suggested Activities:

1. Hold a discussion about the Simulation technique. Emphasize the importance of having students practice the procedure in a Simulation.

2. Hold a brainstorming session. Have your instructors devise a list of examples of uses for the Simulation technique in the clinical setting.

3. Have your clinical instructor(s) fabricate a simulation device that would be suitable for your particular health care field.

4. Have your clinical instructor(s) choose a topic for the Simulation technique (preferably related to the simulation device they fabricated). Have the instructor(s) write an outline, using the format in the module, and present their Simulation. Discuss and evaluate the performance(s). Note: You may videotape their presentation(s), so the instructor(s) can evaluate their own performance(s).

5. Hold a discussion about the Peer Teaching technique. Emphasize the importance of holding a planning session with the student teacher, beforehand. Discuss each component within both the planning and the peer teaching sessions.

6. Have the clinical instructor(s) choose a topic that would be suitable for Peer Teaching and write an outline, using the format in the module.

7a. If you are working with more than one clinical instructor, have them pair-up. Have one instructor act as the teacher and the other as the student teacher. Have the pairs of instructors perform the planning and Peer Teaching sessions. After the performance, have the instructors switch roles and repeat the performance of the set of sessions. Discuss and evaluate the performances. Note: You may videotape the performances.

7b. If you are only working with one clinical instructor, have the instructor act as the teacher and you act as the student teacher. Have the instructor perform the planning and Peer Teaching sessions. Discuss and evaluate her/his performance. Note: It is suggested that you have the performance videotaped so that both of you can evaluate the performance more accurately.

Enabling Objective #4: Following a description of the Tour, Journals, and Self-directed Learning, discuss the various components of each of these teaching techniques.

Suggested Activities:

1. Have your clinical instructor(s) each give you a Tour of some aspect of their hospital or department. Give them feedback on their performance of the tour.

2. Have the clinical instructor(s) develop non-guided Tour instructions and questions, using the format in the module.

3. Have the clinical instructor(s) keep both an Experiential Diary and a Learning Log of their own work experiences for an entire week. After the week is over, discuss the content of their journals and the usefulness of keeping journals.

4. Hold a brainstorming session. Identify several ways in which the self-directed learning technique can be used in your particular health care field. (Use the list of Self-directed Learning activities listed in the module to guide your brainstorming session!)

Enabling Objective #5: Given a teaching situation, select the appropriate and effective teaching technique for the situation using the provided grid.

Suggested Activities:

1. Write several case analyses. Each should include a teacher situation, the method to be used, and a clinical performance objective for your particular health occupation. Have your clinical instructor(s) select the most appropriate teaching technique for each case, using the provided grid.

2. Obtain a list of several clinical performance objectives. Have your clinical instructor(s) select the most appropriate method and teaching technique for each objective according to their own clinical situation. Have them practice the learning activity.

F. MODULE - TEACHING SKILLS IN THE CLINICAL SETTING: THE USE OF QUESTIONING AND PROBLEM-SOLVING STRATEGIES

Terminal Objective: Analyze questioning and problem-solving strategies that help students learn in the clinical setting.

Enabling Objective #1: Discuss the use of oral questioning as an effective teaching strategy in the clinical setting.

Suggested Activities:

1. Hold a reflective discussion. Discuss the importance of questioning students. Encourage the clinical instructor(s) to relate personal experiences of questioning.

2. Have your clinical instructor(s) write a "script" containing a questioning dialogue that they may have conducted at the clinical site. Have the instructor(s) act out the script. Discuss the questioning procedure and suggest any improvements.

Enabling Objective #2: Classify questions according to cognitive level.

Suggested Activities:

1. Discuss the differences in the levels of cognitive questioning developed by Bloom (refer to the module "Developing Measurable Performance Objectives" for detailed information.) Emphasize the importance of bringing students to the higher levels of thought.

2. Write a case study of a situation in your field of study requiring the use of questioning. Write a set of six questions from each of the cognitive levels pertaining to the situation (similar to the example on p. 8 of the module). Give your instructor(s) the list of questions out of sequential order. Have the instructor(s) put the list into order from the lowest level (knowledge) to the highest level (evaluation). Discuss and evaluate each instructor's performance.

3. Write a case study in your field of study. Have your clinical instructor(s) write a set of six questions from each level in order. Discuss and evaluate the set of questions.

4. Give the clincial instructor(s) a list of questions in your field of study from various levels. Have the instructor(s) identify the level of each question.

Enabling Objective 3: Examine the use of affective questioning in the clinical setting.

Suggested Activities:

1. Discuss the importance of asking students affective questions in the clinical setting. Identify several affective questions that would be suitable for your particular health occupation.

2. Write several short situations (similar to those in the Self-Check Activity #3) pertaining to your health occupation. Have your students write at least two affective questions for each situation.

3. Write a role-playing situation involving affective questioning. Have your clinical instructor(s) act out the situation. Discuss the performance and ask them to suggest any improvements.

4. Have your students plan and perform a discussion, case study, role-play, or simulation exercise involving affective questioning.

Enabling Objective #4: Identify strategies that improve the quality of the instructor's questioning skills and the student's responses.

Suggested Activities:

1. Write a list of poorly phrased questions. Have your clinical instructor(s) suggest improvements in phrasing of the questions.

2. Demonstrate the use and misuse of the pausing techniques during questioning. First, "fire" questions at the clinical instructor(s) about any subject. Second, question the instructor(s) using extremely long periods of wait time (10 seconds or longer). Lastly, use pausing correctly (wait 3-5 seconds after asking the question). Ask the clinical instructor(s) which technique they preferred. Discuss the use of pausing in questioning.

3. Write a dialogue of questioning using various forms of positive and negative reinforcement (similar to the one in Self-Check Activity #4) pertaining to your health occupation. Have the clinical instructor(s) identify the instances of reinforcement. Have the instructor(s) tell whether the reinforcement is positive or negative. Ask the instructor(s) if each instance is appropriate.

4. Demonstrate the use of probing in a teacher exposition, demonstration, or discussion session. After the session, discuss how probing was used, the benefits of using probing, and the use of probing at the clinical site.

5. Have your clinical instructor(s) perform a teacher exposition, demonstration, or discussion on a topic related to your field of study using questioning. Have the instructor(s) practice phrasing, pausing, reinforcement, and probing during questioning. Discuss and evaluate the performance(s). (you may videotape the performance(s) to help in the evaluation)

Enabling Objective #5: Analyze techniques that help students develop problem-solving skills in the clinical setting.

Suggested Activities:

1. Discuss the importance of using problem-solving in the clinical setting. Identify several techniques for practicing problem-solving skills

(case incident study, role-play, case analysis, drill, etc.). Encourage the use of problem-solving at the clinical site.

2. Practice the problem-solving process with your clinical instructor(s). Use one or more of the techniques your instructor(s) identified for practicing problem-solving. Discuss the importance of following each of the four steps to problem-solving.

3. Have your clinical instructor(s) conduct a problem-solving session. The instructor(s) can use one or more of the many techniques for problem-solving. Discuss and evaluate the performance(s). (You may videotape the performance(s) for evaluation purposes.)

G. MODULE - CLINICAL SUPERVISION SKILLS: MANAGING THE CLINICAL ENVIRONMENT

Terminal Objective: Upon completion of the module, evaluate your performance of managing your clinical environment.

Enabling Objective #1: Describe the specific duties involved in managing the physical aspects of the clinical environment, covered in this module.

Suggested Activities:

1. Have your clinical instructor(s) take the needs assessment section (Part II) of Learning Activity #1. Have them list the performances that they rated themselves low (3-5) on the rating scale. Discuss the ways in which they can improve their performance in those particular areas.

2. Hold a brainstorming session! Identify all the clinical resources that are vital to your particular health occupation. Have the instructor(s) transform their list into checklist form. Have each instructor take the list to their department and check all the clinical resources they have at their site. Have them devise a list of all the resources not available at their clinical site. Meet with the instructor(s) and discuss possible ways in which their resources needs can be fulfilled.

3. Discuss with your clinical instructor(s) the importance of maintaining a safe environment. Hold a brainstorming session to identify all the potentially hazardous machinery and tools at their clinical site. Have them transform the list into checklist format and keep the checklist on file for periodic safety checks and safety instruction. (The students can be involved in their periodic safety checks!)

4. Have the clinical instructor(s) devise a list of safety rules and guidelines. Have the instructor(s) keep the list on hand, so that it can be duplicated and distributed to the students.

5. Brainstorm with the clinical instructor(s) and identify the safety topics they should be presenting to the students at their clinical site. Have them identify the teaching method and technique most appropriate for each topic. After they make a proper selection, have them write outlines for the presentation(s). Finally, have them try-out their presentation(s).

6. With your clinical instructor(s), devise a list of materials to be filed at the clinical site. Transform the list into checklist format and have them check their files to make sure all the materials are included in their file. If your clinical instructor(s) are starting a file system, help them decide what filing equipment and system should be used for the items on the list.

Enabling Objective #2: Explain the processes involved in managing student experiences in the clinical environment.

Suggested Activities:

1. Have your clinical instructor(s) take the needs assessment section (Part II) of the Learning Activity #2 and list the performances that they rated themselves low (3-5) on the rating scale. Discuss the ways in which they can improve their performance in these particular areas.

2. Have your clinical instructor(s) develop a few time and rotation schedules for their situation, using different types of formats. Help them pick out the best type of schedule for their situation.

3. Brainstorm! Have your clinical instructor(s) identify several ways in which they can motivate their students under each of the factors mentioned in the module. Help them implement these motivational techniques.

4. Write a few role playing situations where the teacher is required to use "discipline." Make sure your clinical instructor(s) get a chance to play the roles of both the teacher and the student. Have them identify the type of discipline (postive or negative) used by the teacher in each role play situation. For the negative discipline action, have the clinical instructor(s) express ways in which the actions can be made into positive disciplinary actions.

H. MODULE - CLINICAL SUPERVISION SKILLS: COMMUNICATION AND CONFLICT MANAGEMENT

Terminal Objective: Examine communication skills and conflict management strategies needed for effective clinical supervision.

Enabling Objective #1: Identify the basic components of communication and factors that affect communication effectiveness.

Suggested Activities:

1. Discuss the components of communication. Emphasize the importance of considering each of the factors the affect communication when sending a message or holding a conversation.

2. Have your clinical instructor(s) keep an experiential diary of communication for one day. Have the instructor(s) identify all the modes of communication the instructor(s) used within the one day. (You may have the instructor(s) recall the modes of communication the instructor(s) used throughout the past week.) When you meet, discuss all the modes of communication and the components within each mode.

Enabling Objective #2: Given a series of situations, identify the potential/actual barriers to communication.

Suggested Activities:

1. Discuss the seven barriers to communication outlined in the learning activity. Encourage the clinical instructor(s) to cite personal experiences involving the communication barriers in the clinical setting.

2. Hold a role-playing session. Have your clinical instructor(s) act-out several situations which contain potential/actual barriers to communication. Discuss the communication barriers portrayed in the role-play sessions and discuss the consequences the barriers have on the quality of communication.

Enabling Objective #3: Identify ways to improve your interpersonal communication skills.

Suggested Activities:

1. Discuss each of the different ways to improve interpersonal communication skills. Emphasize the importance of keeping the lines of communication open between the sender and receiver.

2a. If you are working with a group of clinical instructors, have them split-up into groups of two. Have them role-play a counseling session. Have one instructor play the "student" role and have the other instructor play the "teacher" role. Have the "student" convey a specific emotion in the content of their messages. Have the "teacher" try to identify the emotion being conveyed by using active listening skills. Discuss the quality of the messages sent by the "student" and the accuracy of the judgements made by the "teacher."

2b. If you are working with one clinical instructor, have the instructor play the "teacher" role and you can play the "student" role. Conduct the role-play as described above.

3. After you have your clinical instructors complete the self-evaluation in the self-check #3, discuss the results with each clinical instructor. Suggest ways in which the instructors can improve their interpersonal communication skills. Have your clinical instructors complete a follow-up self-evaluation at a later date to determine how well they may improve their interpersonal communication skills.

Enabling Objective #4: Given incidents involving conflict, classify the potential source of conflict.

Suggested Activities:

1. Discuss each of the sources of conflict. Emphasize the importance of conflict in an organization.

2. Write several case study situations pertaining to your specific health occupation involving conflict. Have your clinical instructor(s) identify the source of conflict in each situation. (You may have the instructor(s) role-play the situations.)

3. Have your clinical instructor(s) keep an experiential diary of any conflict they may encounter at work or home for at least a week. Have the instructor(s) identify the source of conflict for each instance. When you meet, discuss and evaluate the judgements the instructor(s) made about the conflict situations.

Enabling Objective #5. Given a series of situations, recommend methods to resolve the conflict.

Suggested Activities:

1. Discuss each of the five methods of dealing with conflict in detail. Emphasize the importance of analyzing the conflict situation thoroughly before selecting a conflict resolution method. Encourage the instructor(s) to relate personal encounters with conflict, explain how the conflict was resolved, and evaluate the conflict resolution method used.

2. Write several clinical situations involving conflict pertaining to your health occupation. Have your clinical instructor(s) analyze the conflict situation to determine the real problem and the wants of each party in the situation. Have your clinical instructor(s) describe how the conflict would be resolved for each method of conflict resolution. Have the clinical instructor(s) use the problem-solving approach to select the best method for resolving the conflict. (You may have your instructor(s) role-play the situations. You may also videotape the role-play sessions to help the instructor(s) better evaluate the situation and to use the videotape as a visual-aid for future staff development.)

3. Have your clinical instructor(s) keep an experiential diary of any conflict they may encounter at work or at home for at least a week. Have the instructor(s) identify the best method for conflict resolution of each situation. When you meet, discuss and evaluate the judgements the instructor(s) made about the conflict situations.

Suggested Activities for Further Study

1. Encourage self-directed learning! Have your clinical instructor(s) read one or more of the references listed at the end of the module. Have the clinical instructor(s) summarize the content of the material. Hold a discussion (either in a large group or individually) with the clinical instructor(s) about communication and methods of conflict management.

2. Have your clinical instructor(s) teach communication and conflict management to their students in the program. Have them use case studies, role-play simulation, and buzz groups in their methods of teaching. Remember: One of the best ways to learn the material more thoroughly is to teach it!

I. MODULE - CLINICAL EVALUATION: THEORY AND PRACTICE IN HEALTH OCCUPATIONS

Terminal Objective: Review the theoretical concepts and practical applications of evaluation in the clinical setting

Enabling Objective #1: Discuss the role of evaluation as it relates to the total clinical education process.

Suggested Activities:

1. Discuss the definitions and purposes of evaluation. Emphasize the fact that evaluation is a continuous process.

2. Hold a brainstorming session with your clinical instructor(s). Have the instructor(s) identify several instances of evaluation in the clinical setting. Have the instructor(s) further identify the specific purpose(s) for the evaluation.

Enabling Objective #2: Distinguish between various terms used to describe evaluation.

1. Discuss the terms used to describe evaluation. Emphasize the differences between the terms.

2a. If you are working with a group of instructor(s), have them split into buzz groups. Assign each group of instructors to cite practical examples of each of the evaluation terms in clinical education. Have the groups convene into a large group and compare their findings.

2b. If you are working with only one clinical instruction, work together to identify practical examples of each of the evaluation terms in clinical education.

Enabling Objective #3: Examine your clinical site to determine existing problems related to clinical evaluation.

Suggested Activities:

1. Discuss the different problems associated with evaluation. Emphasize the ways to minimize the effects of the different problems.

2. Have the clinical instructor(s) keep an experiential diary on the evaluation problems encountered at the clinical site for at least a week. Have the instructor(s) identify ways in which the problems could be minimized.

3. After your clinical instructor(s) complete the self-evaluation in the self-check activity #3C, discuss the results of the self-evaluation with each clinical instructor.

Enabling Objective #4: Review the legal considerations involved in evaluating students in the clinical setting.

Suggested Activities:

1. Discuss legal aspects of clinical evaluation. Explain the procedures of your particular program that protect it from litigation. Have your clinical instructor(s) suggest any additional procedures that may be practiced to protect the program from litigation.

2. Have your clinical instructor(s) search for at least one legal case description pertaining to clinical evaluation. Discuss the case(s) and the influence(s) the case(s) has/have on clinical education.

3. Write several case incident studies on evaluation at the clinical site. Have your clinical instructor(s) identify the legal concerns of each incident and suggest procedures for protection against litigation for each study.

4. Have your clinical instructor(s) complete the self-evaluation in the self-check activity #4B. Discuss the results with each clinical instructor. Devise a plan of action with each clinical instructor to establish or improve procedures for protection against litigation.

Enabling Objective #5: Given a series of situations, indicate which evaluation technique you would utilize.

Suggested Activities:

1. Discuss all the approaches/techniques to clinical evaluation. Emphasize the purpose and proper use of each evaluation approach/ technique.

2. Hold a brainstorming session! Identify several practical clinical applications in your health occupation for each of the evaluation approaches/ techniques.

3. Write several case studies pertaining to clinical evaluation specific to your health occupation. Have your clinical instructor(s) identify the appropriate evaluation approach/technique for each situation.

J. MODULE - CLINICAL EVALUATION: THE USE OF APPROPRIATE EVALUATION INSTRUMENTS

Terminal Objective: Upon completion of this module, select appropriate instruments to assess student performance, knowledge, and affect in different clinical situations.

Enabling Objective #1: Compare the format and use of different written examination instruments used to assess knowledge in the clinical setting.

Suggested Activities:

1. Discuss the advantages of using a written examination over other kinds of assessment procedures for measuring knowledge. Emphasize the use of the written examination at the clinical site.

2. Give your clinical instructor(s) several sample instruments of different types (True/False, Multiple-Choice, Matching of Items, Short-answer, and Essay-question). Have your clinical instructor(s) identify the type of format used for each instrument.

3. Hold a brainstorming session. Identify several clinical cognitive tasks which can be assessed through written examination. Determine which type of format would be most appropriate.

4. Have your clinical instructor(s) construct several written evaluation instruments, using each type of format. Discuss and evaluate the examination instruments. (If you have a group of instructors, have them exchange instruments and take each other's examinations.)

Enabling Objective #2: Compare the format and usage of various types of observational instruments used to assess performance and affect.

Suggested Activities:

1. Discuss the advantages and the main disadvantage of using observation instruments for assessing student performance and affect. Emphasize the importance of being as objective as possible when completing an observation assessment instrument.

2. Give your clinical instructor(s) several samples of different types of observational instruments (Checklist, Rating Scale, Anecdotal Record, & Critical Incident Report). Have your clinical instructor(s) identify the format used for each instrument.

3. Brainstorm! Identify several clinical psychomotor and affective tasks which should be assessed through observation. Determine which type of format would be most appropriate.

4. Have your clinical instructor(s) construct several observation instruments, using each type of format. Discuss and evaluate the examination instruments.

5a. If you are working with a group of clinical instructors, act-out a role play situation with them. Devise several role play situations involving psychomotor tasks. Have the instructors in the group play the student, teacher, patient, and any other roles in your role play situation. Have each instructor act out the teacher role at least once. Have the "teacher" use a checklist and a rating scale to evaluate the "student's performance" in each of the role play situations. After the role playing is finished, discuss the differences in using the checklist versus using the rating scale for evaluating psychomotor skills.

5b. If your are working with one clinical instructor, have the instructor take a checklist and a rating scale to their clinical site and evaluate a student in a "mock" evaluation situation. Have the instructor complete both the checklist and the rating scale. Discuss the differences in the use of each instrument the next time you meet.

6. Conduct a case analysis exercise. Write several case analyses involving affective behavior at the clinical site. Have your clinical instructor(s) use both the anecdotal record and the critical incident report to evaluate the affective behavior described in the case analyses. Evaluate their performance at completing both forms. Discuss the differences in the use of the anecdotal record versus the use of the critical incident report for evaluating the affective domain.

Enabling Objective #3: Given a sample instrument, critique the instrument for correct format and construction.

Suggested Activities:

1. Discuss the critiquing process used for each type of instrument. Emphasize the importance of having the assessment as objective as possible.

2. Give your clinical instructor(s) several samples of at least one of each of the different types of written and observational assessment instruments. Have the instructor(s) critique the instruments using the guidelines outlined in the module.

Enabling Objective #4: Given a clinical situation select the appropriate instrument to assess the particular situation.

Suggested Activities:

1. With your clinical instructor(s), review the usage of each type of instrument. Propose a selection process for determining the best instruments for your clinical program.

2. Conduct a case analysis exercise. Write several case analyses pertaining to clinical assessment in your field of study. Have the clinical instructor(s) select the appropriate instrument to be used for each case.

3. Help your clinical instructor(s) select appropriate instruments at the clinical site on a day-to-day basis. Be available for the instructor(s) when your help is needed.

APPENDIX D

SAMPLES OF COMPLETED CLINICAL INSTRUCTOR
SELF-ASSESSMENT INSTRUMENT AND
MODULE PLANNING WORKSHEET

SAMPLE

CLINICAL INSTRUCTOR SELF-ASSESSMENT INSTRUMENT

NAME JOHN WILSON DATE 8/1

CLINICAL SITE(S) Community Hospital

Directions: This instrument includes a list of competencies needed by Health Occupations clinical instructors. For each competency listed, assess your present level of experience, gained from work, courses, work shops, etc., according to the following scale:

1 - Minimal to low level of experience
2 - Medium level of experience
3 - High level of experience

Place the number of your choice in the blank provided in the right column.

COMPETENCY	LEVEL OF EXPERIENCE (1, 2, or 3)
I. Introductory	
A. CHARACTERISTICS AND ROLES OF THE CLINICAL INSTRUCTOR	
1. Identify the desirable characteristics needed by clinical instructors.	3
2. Identify the roles that are exercised by clinical instructors in the clinical setting.	2
II. Clinical Teaching Skills	
B. ASSESSING STUDENTS' LEARNING STYLES	
1. Differentiate between learning style preferences and learning style strengths.	2
2. Explain the implications of learning styles facts and principles on clinical education.	1
3. Explain Dunn's learning elements as they apply to the clinical setting.	1
4. Given a completed instrument or test for assessing learning style, assess a student's learning style.	1
5. Given a case study describing the observations made of a student's learning style, assess the student's learning style.	1
C. DEVELOPING MEASURABLE PERFORMANCE OBJECTIVES	
1. Given a list of measurable performance objectives, identify the three major components of each objective.	2
2. Identify the characteristics of measurable performance objectives.	1
3. Given a list of measurable performance objectives, categorize each as being cognitive, psychomotor, or affective.	2
4. Given a list of cognitive objectives, identify the appropriate level of each objective.	1

COMPETENCY	LEVEL OF EXPERIENCE (1, 2, or 3)
5. Revise a list of performance objectives so that they possess the necessary characteristics and components.	1
6. Write a list of measurable performance objectives for a unit of clinical instruction.	1
D. PLANNING TEACHING METHODS	
1. Explain the purposes, uses, and format of the teacher exposition method in clinical education.	1
2. Explain the purposes, uses, and format of the demonstration-performance method in clinical education.	3
3. Explain the purposes, uses, and format of the discussion method in clinical education.	2
4. Given a teaching situation, identify several ways to create student involvement in learning through set induction, stimulus variation, and closure.	1
5. Given a teaching situation, select the appropriate and effective teaching method for the situation.	2
E. INCORPORATING CREATIVE TEACHING TECHNIQUES	
1. Compare the various components of the teaching techniques of conference, seminar, buzz group, and brainstorming.	1
2. Compare the various components of the following teaching techniques: case analysis, case incident study, and role play.	1
3. Discuss the various components of the teaching techniques of simulation and peer teaching.	2
4. Discuss the various components of the teaching techniques of tour, journals, and self-directed learning.	1
5. Given a teaching situation, select the appropriate and effective teaching technique for the situation.	2
F. THE USE OF QUESTIONING AND PROBLEM-SOLVING STRATEGIES	
1. Discuss the use of questioning as an effective teaching strategy in the clinical setting.	2
2. Classify questions according to cognitive level.	1
3. Examine the use of affective questions in the clinical setting.	1
4. Identify strategies that improve the quality of the instructor's questioning skills and the students' responses.	2
5. Analyze techniques that help students develop problem-solving skills in the clinical setting.	1
III. Clinical Supervision Skills	
G. MANAGING THE CLINICAL ENVIRONMENT	
1. Describe the specific duties involved in managing the physical aspects of the clinical environment.	3
2. Explain the processes involved in managing student experiences in the clinical environment.	2

COMPETENCY	LEVEL OF EXPERIENCE (1, 2, or 3)
H. COMMUNICATION & CONFLICT MANAGEMENT	
1. Identify the basic components of communication and factors that affect communication effectiveness.	2
2. Given a series of situations, identify the barriers to communication.	2
3. Identify ways to improve your communication skills.	1
4. Given incidents involving conflict, classify the potential source of conflict.	2
5. Given a series of situations, recommend methods to resolve the conflict.	1
IV. Clinical Evaluation	
I. THEORY AND PRACTICE IN HEALTH OCCUPATIONS	
1. Discuss the role of evaluation as it relates to the total clinical education process.	2
2. Distinguish between various terms used to describe evaluation.	2
3. Examine your clinical site to determine existing problems related to clinical evaluation.	1
4. Review the legal considerations involved in evaluating students in the clinical setting.	1
5. Given a series of situations, indicate which evaluation technique you would utilize.	1
J. THE USE OF APPROPRIATE EVALUATION INSTRUMENTS	
1. Compare the format and use of different written examination instruments used to assess knowledge in the clinical setting.	2
2. Compare the format and usage of various types of observational instruments used to assess performance and affect.	1
3. Given a sample instrument, critique the instrument for correct format and construction.	1
4. Given a clinical situation, select the appropriate instrument to assess the particular situation.	1

SAMPLE

MODULE PLANNING WORKSHEET

Instructor John Wilson Clinical Facility Community Hospital

Directions: Complete this 5-page worksheet for each clinical instructor in your program. Using the Clinical Instructor Self-Assessment Instrument, place the insturctor's ratings in column one. Select appropriate staff development activities from Appendix C and place those in column two. Fill in planned dates of completion in column three and actual dates in column four.

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities (Refer to planning staff development section pp. 11-12)	Completion Dates Planned	Actual
Introductory				
A. ROLES AND CHARACTERISTICS OF THE CLINICAL INSTRUCTOR				
1. Identify the desirable characteristics needed by clinical instructors.	3	Self study & discussion	8/22	
2. Identify the roles exercised by clinical instructors in the clinical setting.	2	Guided self-study	8/29	
		2. Role identification	8/29	
		(case study)		
Clinical Teaching Skills				
B. ASSESSING STUDENTS' LEARNING STYLES				
1. Differentiate between learning style preferences and learning style strengths.	2	Guided self-study	9/5	
		1. Discussion of theories	9/5	
2. Explain the implications of learning style facts and principles on clinical education.	1	Directed self-study	9/12	
		1. Discussion	9/12	
		2. Discussion of article	9/19	
3. Explain Dunn's learning elements as they apply to the clinical setting.	1	Directed self-study	9/26	
		1. Teacher Exposition	9/26	
		3. Applications	9/26	
4. Given a completed instrument or test for assessing learning style, assess a student's learning style,	1	Directed self-study	10/3	
		1.&3. Preference Instrument	10/3	
		4.&5. Modality Instrument	10/10	
5. Given a case study describing the observations made of a student's learning style, assess the student's learning style.	1	Directed self-study	10/17	
		1. Case Study	10/17	
		2. Discussion & Brainstorm	10/24	

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Actual
C. DEVELOPING MEASURABLE PERFORMANCE OBJECTIVES				
1. Given a list of measurable performance objectives, identify the three major components of each objective.	2	Guided Self-Study	10/21	
		3b. Component Identification	10/31	
2. Identify the characteristics of measurable performance objectives.	1	Directed self-study	11/7	
		1. Directed discussion	11/7	
		2. Objective analysis	11/14	
3. Given a list of measurable performance objectives, categorize each as being cognitive, psychomotor, or affective.	2	Guided Self-study	11/21	
		3. Categorize objectives	11/21	
4. Given a list of cognitive objectives, identify the appropriate level of each objective.	1	Directed self-study	12/5	
		1. Directed discussion	12/5	
		4. Brainstorm	12/5	
5. Revise a list of performance objectives so that they possess the necessary characteristics and components.	1	Directed self-study	12/12	
		3. Revise objectives	12/12	
		4. Edit task analysis	12/19	
6. Write a list of measurable performance objectives for a unit of clinical instruction.	1	Directed self-study	1/9	
		2. Job descripton	1/9	
		3. Write objectives	1/16	
D. PLANNING TEACHING METHODS				
1. Explain the purposes, uses, and format of the teacher exposition method in clinical education.	1	Directed self-study	1/23	
		1. subject area	1/23	
		3. outline	1/30	
2. Explain the purposes, uses, and format of the demonstration-performance method in clinical education.	3	Self-study discussion	2/6	
3. Explain the purposes, uses, and format of the discussion method in clinical education.	2	Guided self-study	2/13	
		2. Brainstorming	2/13	
4. Given a teaching situation, identify several ways to create student involvement in learning through set induction, stimulus variation, and closure.	1	Directed self-study	2/20	
		1. Identify tools	2/20	
		2. Videotaped presentation	3/6	
5. Given a teaching situation, select the appropriate and effective teaching method for the situation.	2	Guided self-study	3/13	
		2. Select methods	3/13	

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Actual
E. INCORPORATING CREATIVE TEACHING TECHNIQUES				
1. Compare the various components of the teaching techniques of conference, seminar, buzz groups, and brainstorming.	1	Directed self-study	3/20	
		1. Discussion	3/20	
		4. Brainstorm	3/20	
2. Compare the various components of the teaching techniques of case analysis, case incident study, and role play.	1	Directed self-study	3/27	
		1. Discussion	3/27	
		3.&4. Brainstorm & write	4/3	
3. Discuss the various components of the teaching techniques of simulation and peer teaching.	2	Guided self-study	4/10	
		7a. Peer teaching	4/17	
4. Discuss the various components of the teaching techniques of tour, journals, and self-directed learning.	1	Directed self-study	4/24	
		2. Tour	5/1	
		3. Keep diary & log	5/1	
5. Given a teaching situation, select the appropriate and effective teaching techniques for the situation.	2	Guided self-study	5/8	
		2. Select techniques	5/8	
F. THE USE OF QUESTIONING AND PROBLEM-SOLVING STRATEGIES				
1. Discuss the use of questioning as an effective teaching strategy in the clinical setting.	2	Guided self-study	5/15	
		2. Write script	5/15	
2. Classify questions according to cognitive level.	1	Directed self-study	5/22	
		1. Discussion	5/22	
		3. Case study	5/22	
3. Examine the use of affective questions in the clinical setting.	1	Directed self-study	5/29	
		1. Discussion	5/29	
		3. Role-playing	5/29	
4. Identify strategies that improve the quality of the instructor's questioning skills and the students' responses.	2	Guided self-study	6/5	
		5. Perform practice	6/5	
5. Analyze techniques that help students develop problem-solving skills in the clinical setting.	1	Directed self-study	6/12	
		1. Discussion	6/12	
		2. Practice	6/19	

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Actual
Clinical Supervision Skills				
G. MANAGING THE CLINICAL ENVIRONMENT				
1. Describe specific duties involved in managing the physical aspects of the clinical environment.	3	Self-study discussion	6/26	
2. Explain the processes involved in managing student experiences in the clinical environment.	2	Guided self-study	7/3	
		1. Assess & discuss	7/3	
H. COMMUNICATION AND CONFLICT MANAGEMENT				
1. Identify the basic components of communication and factors that affect communication effectiveness.	2	Guided self-study	7/10	
		2. Diary	7/17	
2. Given a series of situations, identify the barriers to communication.	2	Guided self-study	7/24	
		2. Role-playing	7/24	
3. Identify ways to improve your communication skills.	1	Directed self-study	7/31	
		2a. Group role-play	7/31	
		3. Self-evaluation	8/7	
4. Given incidents involving conflict, classify the potential source of conflict.	2	Guided self-study	8/14	
		2. Case study	8/14	
5. Given a series of situations, recommend methods to resolve the conflict.	1	Directed self-study	8/21	
		1. Discussion	8/21	
		3. Diary	8/28	
Clinical Evaluation				
I. THEORY AND PRACTICE IN HEALTH OCCUPATIONS				
1. Discuss the role of evaluation as it relates to the total clinical education process.	2	Guided self-study	9/4	
		2. Brainstorm	9/4	
2. Distinguish between various terms used to describe evaluation.	2	Guided self-study	9/11	
		2a. Buzz group	9/11	

Skills	Rating (1, 2, or 3)	Selected Staff Development Activities	Completion Dates Planned	Actual
3. Examine your clinical site to determine existing problems related to clinical evaluation.	1	Directed self-study	9/18	
		1. Discuss	9/18	
		3. Self-evaluatin	9/25	
4. Review the legal considerations involved in evaluating students in the clinical setting.	1	Directed self-study	10/2	
		1. Discuss	10/2	
		2. Legal case description	10/9	
5. Given a series of situations, indicate which evaluation technique you would utilize.	1	Directed self-study	10/16	
		2. Brainstorm	10/16	
		3. Case study	10/16	
J. THE USE OF APPROPRIATE EVALUATION INSTRUMENTS				
1. Compare the format and use of different written examination instruments used to assess knowledge in the clinical setting.	2	Guided self-study	10/23	
		2. Identify instruments	10/23	
2. Compare the format and usage of various types of observational instruments used to assess performance and affect.	1	Directed self-study	10/30	
		1. Discuss	10/30	
		5b. Mock evaluation	11/6	
3. Given a sample instrument, critique the instrument for correct format and construction.	1	Directed self-study	11/13	
		1. Discuss	11/13	
		2. Critique	11/20	
4. Given a clinical situation, select the appropriate instrument to assess the particular situation.	1	Directed self-study	12/4	
		1. Review	12/4	
		3. Select	12/11	

APPENDIX E

STAFF DEVELOPMENT EVALUATION FORM

STAFF DEVELOPMENT EVALUATION FORM

Instructor _____ Date _____

Module _____

A. Module Evaluation

1. Which module learning activities are most useful to you in your job?

_____

_____

2. Which module learning activities are least useful to you in your job?

_____

_____

3. What aspects of the module will you apply on your job?

_____

_____

B. Staff Development Program Evaluation

4. Which staff development activities were the most effective for presenting the module?

_____

_____

5. Which staff development activities were the least effective for presenting the module?

_____

_____

6. What do you recommend to improve the staff development program for this module?

_____

_____

7. Other comments: _____

_____

_____